British Columbia
POST-SECONDARY INTERNATIONAL EDUCATION IN THE '90S

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INTERNATIONAL EDUCATION

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The Ministry of
Advanced Education, Training
and Technology describes the mission
for International Education at the post-
secondary level as "*the effective delivery of*
educational and training services to enhance
academic, cultural, and economic links
between B.C. and the world community
and in particular with the
***Asia Pacific nations.*"**

THE CHALLENGE FOR OUR EDUCATIONAL SYSTEM

Throughout the world, dramatic economic, social, technological, and political shifts are occurring almost daily. Industries, markets, and information networks are becoming increasingly global, and competition is becoming more intense. The effects of these developments on British Columbia's industry, trade, investment, tourism, immigration, and education system are already evident. In order to prosper, we must be prepared to participate fully and effectively in the world community.

We must understand the dynamics of world markets, enrich our cultural perspectives, and better appreciate the benefits of international co-operation. Part of the responsibility of helping British Columbians acquire the knowledge and skills needed to meet the challenges of a changing world will fall to the education system at all levels and in all disciplines. Making the necessary adjustments to our educational system is essential to British Columbia's future success. At the post-secondary level, we must continue taking steps to "internationalize" the education system.

We must make a renewed commitment to international education policy and activities. We need to consider curriculum enhancement and anticipate increased enrolment in areas of foreign language and international study. We must also seek to increase the number of opportunities for B.C. students and faculty to personally experience other cultures. At the same time, we must strengthen institutional links with foreign countries, particularly those in the Asia Pacific region.

The B.C. post-secondary education system has the potential to provide more education-related services to other countries. Opportunities exist to create institutional partnerships and secure contracts for international projects. A professional, strategic approach is needed to act on these opportunities and further develop our international connections in post-secondary education.

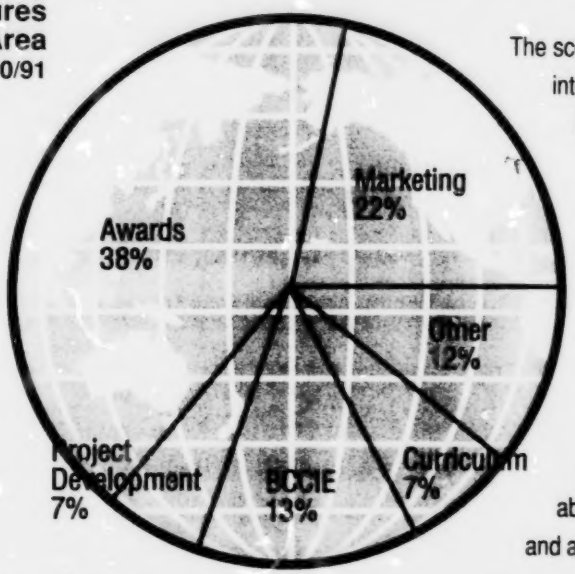
Recent Accomplishments and Trends

To meet the challenge of rapid global change and accomplish the mission for International Education at the post-secondary level, the Ministry of Advanced Education, Training and Technology has launched several key initiatives:

- British Columbia Asia Pacific Students' and Scholars' Awards
- Commonwealth of Learning Internships
- Creation of the B.C. Centre for International Education (BCCIE)
- Funding for Project Proposal Development
- International Marketing of the B.C. Post-Secondary System
- Strengthening Curriculum

These initiatives are designed to encourage British Columbia's post-secondary institutions to make an active, strategic commitment to international education, as part of their effort to serve the needs of British Columbians.

Ministry Expenditures by Program Area
1988/89-1990/91



The scope of post-secondary international education activity in British Columbia is broad and varied: from international student enrolment to overseas projects. Recent Ministry, university, and college initiatives also include institutional linkages, investments by overseas institutions in B.C., study-abroad and language programs, and a host of similar activities.

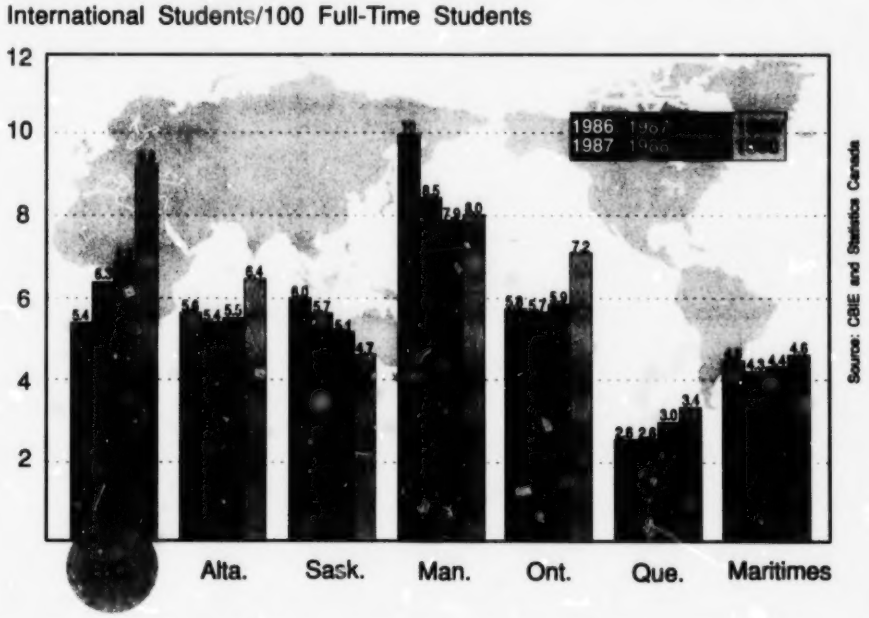
Already, British Columbia's universities, colleges, and institutes have recognized the need to foster greater internationalization in the post-secondary system. This priority must be sustained and enhanced through ongoing support and encouragement.

Increased International Student Enrolment

International contacts provide British Columbia with the potential to develop stronger business and cross-cultural connections with key countries. International students enroled in B.C institutions present an opportunity to develop a network of contacts worldwide. The presence of international students also represents a means to broaden the perspective of British Columbians and optimize the use of our post-secondary institutions year round. Other features of international student enrolment in B.C. include the following:

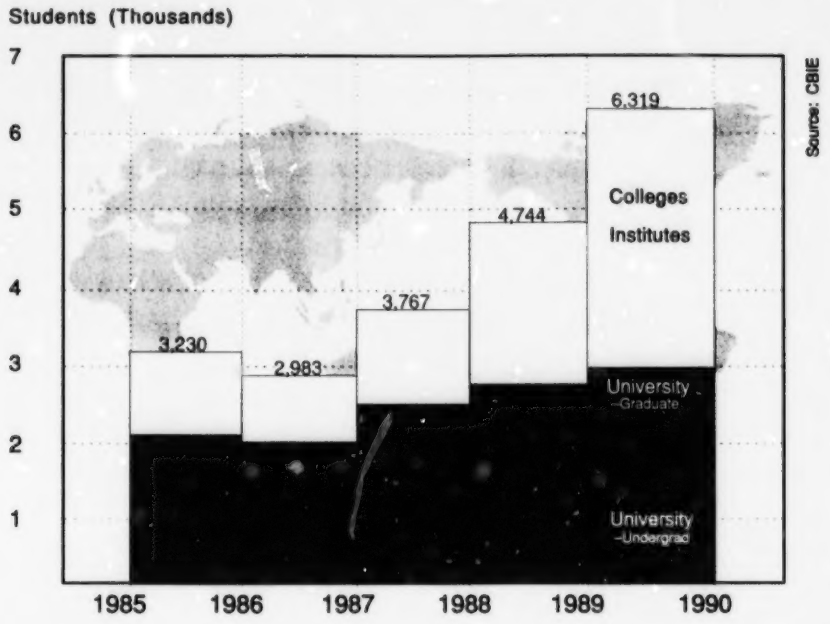
- Post-secondary international student enrolment has been increasingly linked to reciprocal arrangements with institutions abroad and with contracted training arrangements.
- During the past four years, British Columbia's share of international student enrolment in Canada has increased faster than that of any other province.

Post-Secondary International Student Enrolment by Province



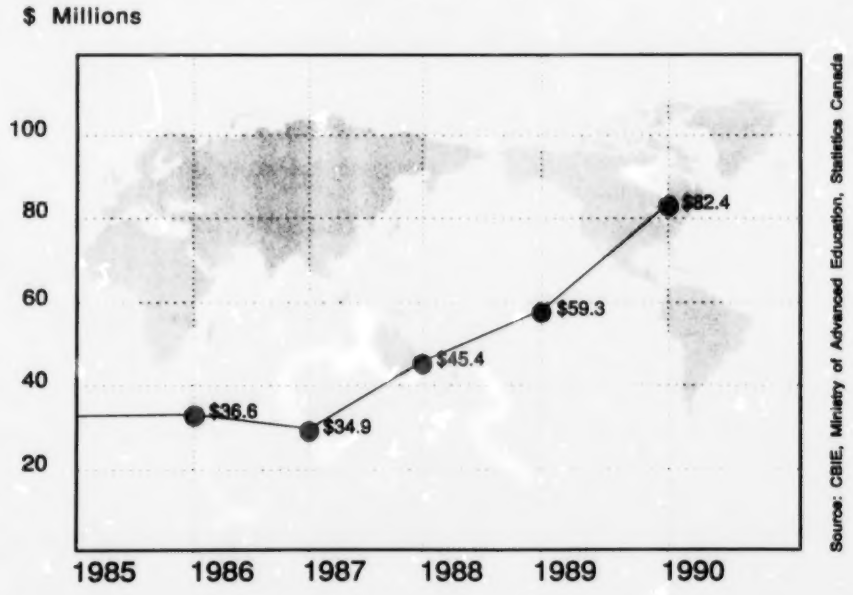
- At the post-secondary level, the number of international students in B.C. universities, colleges, and institutes increased by 33 percent between 1988/89 and 1989/90. The largest increase was seen in enrolment by the colleges and institutes.
- Colleges and institutes have exhibited dramatic growth in their enrolment of students from abroad. Within the colleges and institutes, the principal areas of international student enrolment have been English as a Second Language programs and university transfer programs.

International Student Enrolment in British Columbia by Level of Study



- Total 1989/90 post-secondary enrolment of international students in B.C. represented an estimated economic contribution to the province that exceeded $82 million.

Estimated Economic Contribution by Post-Secondary International Students

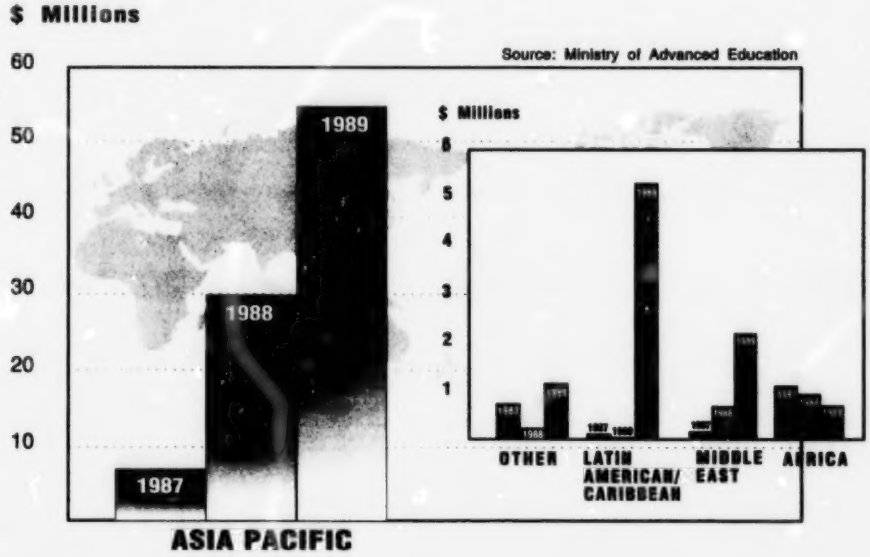


Greater International Project Activity by B.C. Post-Secondary Institutions

British Columbia's post-secondary institutions represent a broad range of educational and training expertise, with excellent knowledge and experience associated with research, curriculum, training, and institutional development. These institutions have an interest in playing a more important role in future overseas project activity. This interest is an important means of developing international education networks and encouraging professional development opportunities for faculty. Recent highlights of international project activities include the following:

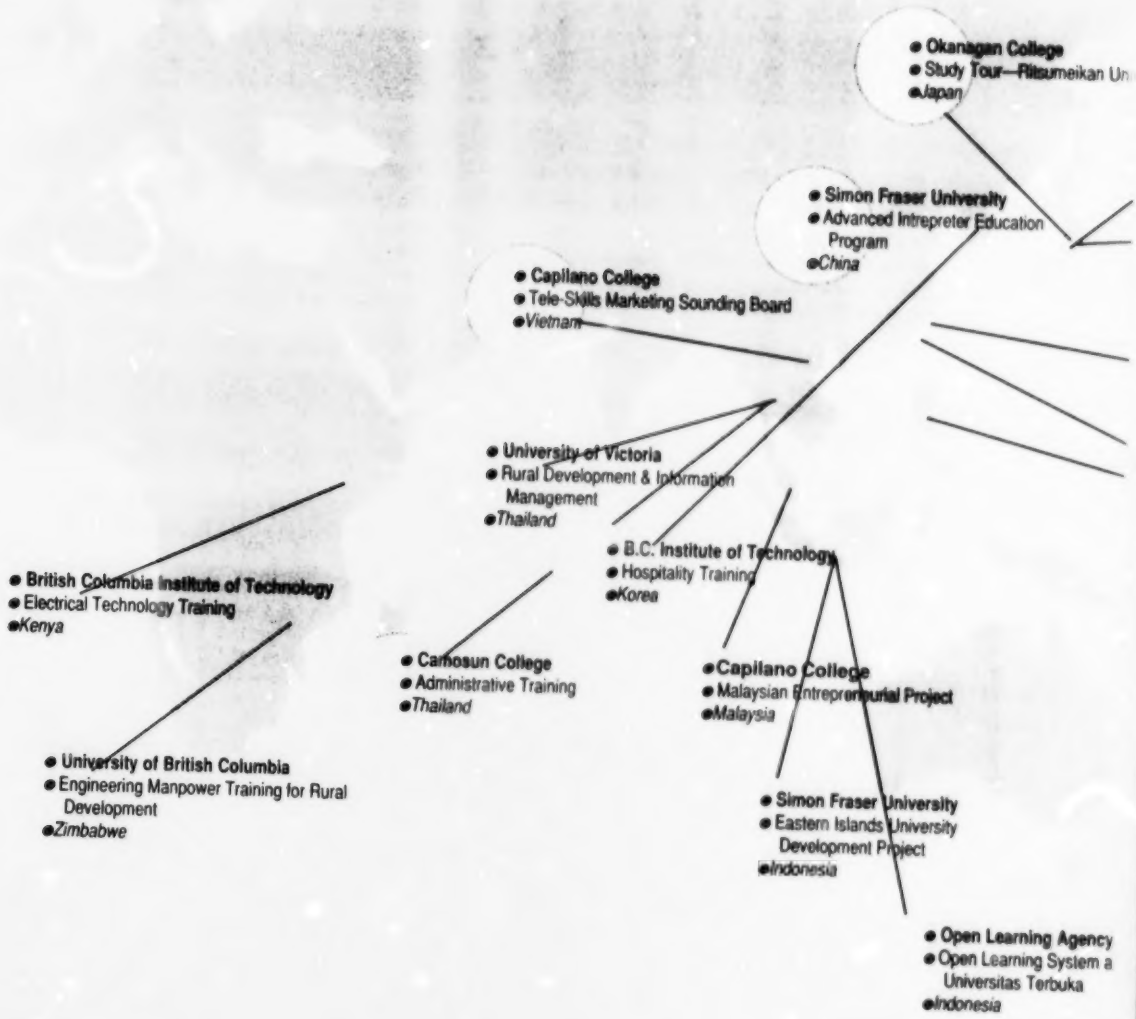
- The recorded value of international education contracts secured by B.C. institutions rose from $9 million in 1987 to $64 million in 1989.
- Over $1 million in new project contracts were reported in 1990 as a result of the Ministry's proposal development funding. Based on proposals outstanding, this amount is expected to increase substantially.
- There was major growth in international project activity by B.C. institutions in the Asia Pacific region during the 1987-89 period. In 1989, the Asia Pacific region accounted for 86 percent of all active contracts. There was also notable growth in Latin America in 1989, as this region accounted for 8 percent of active contracts.

British Columbia International Education Projects by Geographic Region



SELECTED INTERNATIONAL PROJECTS BY B.C. POST-S

B.C. Institute of Technology · · · Camosun College · · · Capilano College · · · Cariboo College · · College of New Caledonia · · · Douglas College · ·



· · · Northern Lights College · · · Northwest Community College · · · Okanagan College · · · Open Learning Agency · · · Pacific Marine Train

CONDARY INSTITUTIONS

nay Community College • • • Emily Carr College of Art & Design • • • Fraser Valley College • • • Kwantlen College • • • Malaspina College • • • North Island College

- **Northern Lights College**
- Study Tour—Jumonji Jr. College
- *Japan*

- **Douglas College/Okanagan College/Capilano College/ Cariboo College/East Kootenay College**
- Bunri College—English as a Second Language Program
- *Japan*

- **University of British Columbia**
- Respiratory Diseases
- *Mexico*

- **Cariboo College**
- Psychiatric Nursing—Asian Institute of Higher Education
- *Hong Kong*

- **Malaspina College**
- Vocational Hospitality/Cook Training
- *Guyana*

- **University of British Columbia**
- Biomedical Scientist Training Project
- *Peru*

- **Cariboo College**
- Macau Learning Centre
- *Macau*

- **Vancouver Community College**
- Columbo Plan Staff College
- *Philippines*

- **University of Victoria**
- South Pacific Law and Economic Development Program
- *Fiji*

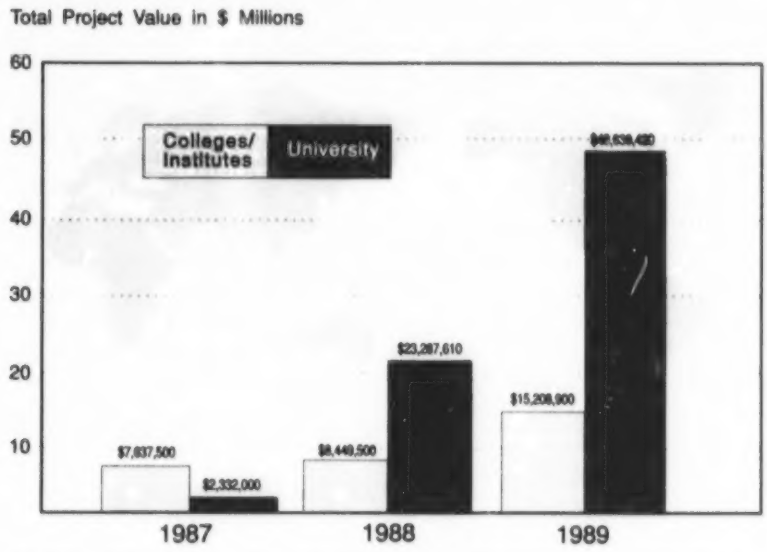
Of the 121 projects recorded by the Ministry in 1989, a representative sample is displayed on this map using the following format:

- **Institution**
- Project characteristics
- *Country where the project is taking place*

itute • • • Selkirk College • • • Simon Fraser University • • • University of British Columbia • • • University of Victoria • • • Vancouver Community College

- The Canadian International Development Agency (CIDA) funded 84 percent of international contracts held by B.C. institutions, while user-pay activity (mainly ESL instruction) has remained constant at 5 percent of the total value. International Development Research Centre (IDRC) funding has grown from 3 to 6 percent, while funding from other sources remained more or less constant in relative terms.

B.C. International Education Projects by Type of Post-Secondary Institution



Source: Ministry of Advanced Education

Other 1990 Accomplishments and Trends

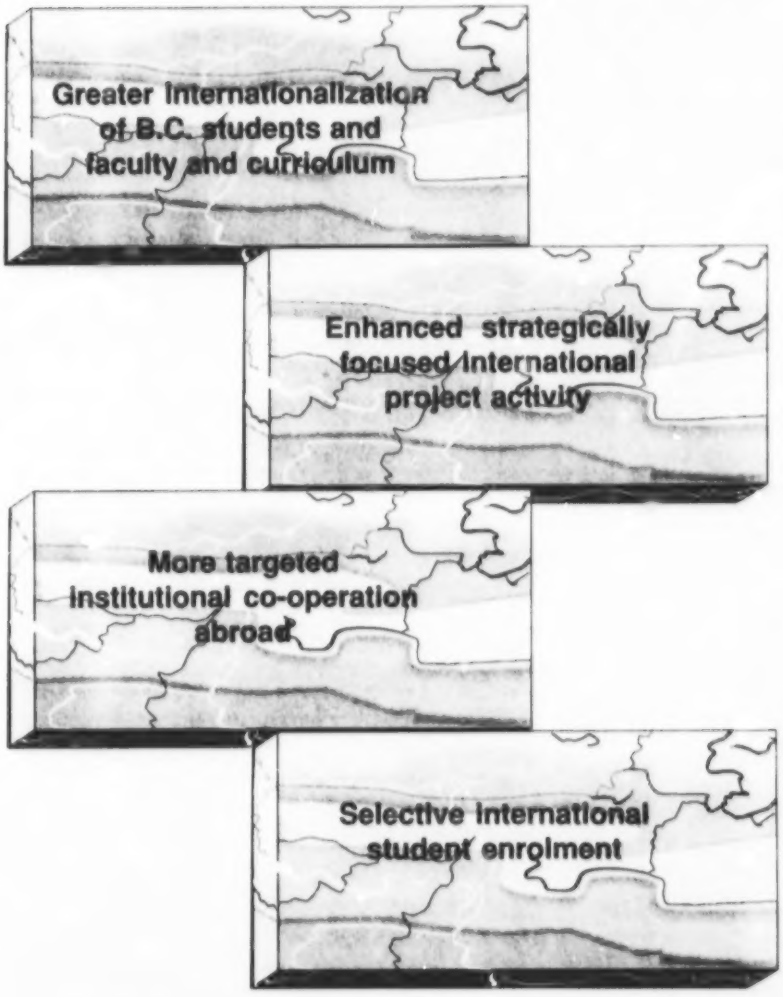
- British Columbia Asia Pacific Students' Awards were granted to students from Camosun College, Capilano College, Douglas College, and East Kootenay Community College.
- British Columbia Asia Pacific Scholars' Awards were granted to faculty and professional staff from British Columbia Institute of Technology, Capilano College, Douglas College, East Kootenay Community College, Emily Carr College of Art and Design, Malaspina College, College of New Caledonia, and Vancouver Community College.
- The B.C. Centre for International Education, launched in September 1990, is expected to provide greater co-ordination of international education marketing efforts and an enhanced information base.
- An analysis has been initiated of enrolment trends and program capacity for Asian language and Asian Studies courses and international business programs offered by B.C. public post-secondary institutions. This will guide future curriculum planning.
- Links between B.C. and overseas educational institutions are growing. These partnerships are examples of an excellent mechanism to deepen international educational relationships.

Strategy for the Future

The Ministry of Advanced Education, Training and Technology, in partnership with B.C. post-secondary institutions, will address future international education opportunities and challenges with a long-term strategy. This strategy will be guided by philosophical, geographic, and operational priorities designed to have the greatest impact on international education in British Columbia.

The Cornerstones of Future International Education Programs

Future initiatives in international education will be based on four cornerstones:


Greater internationalization of B.C. students and faculty and curriculum
Enhanced strategically focused international project activity
More targeted institutional co-operation abroad
Selective international student enrolment

Policy Framework

The Ministry will continue to provide leadership in developing a provincial international education policy framework. This framework can be used to sharpen the focus of international education programming in British Columbia, to evaluate competing priorities, and to optimize resource allocation. It will also serve as a guide for other provincial agencies involved in international education. Policies will be designed to

- promote recognition of our international responsibility, yet stress actions that will benefit British Columbia's provincial institutions of higher learning, students, and faculty

Specific

Sharpened Operational Focus

- Channel limited human and financial resources through strategic planning by both the Ministry and post-secondary institutions.
- Share responsibility for international education activity: the Ministry will concentrate on overall policy, information systems, curriculum issues, and government-to-government liaison; BCCIE will adopt strategic operational and delivery roles for specific program initiatives.
- Allocate Ministry financial resources to scholarships and awards, curriculum development, information systems, and support for BCCIE initiatives.
- Develop the BCCIE as a focus for external marketing co-operation, project opportunity identification, and consortia development.
- Explore co-operative links with the private sector both in B.C. and abroad.
- Enhance methods of measuring program activities and results.

Targeted Student Recruitment

- Emphasize reciprocal student placement and project-related enrolment in addition to surplus capacity marketing. Activity should be directed more by the building of long-term relationships rather than short-term revenue considerations.
- Concentrate on international student selection from China, Indonesia, Japan, Korea, Taiwan, and Thailand. Emphasize attracting the best and the brightest international students—the leaders of tomorrow—to come and study in British Columbia.
- Recruit to fill the capacity of B.C. institutions. Such short-term recruiting will be left to the initiative/resources of individual institutions and will be carefully monitored to ensure minimum conflict with domestic interests and demand.

- give the highest geographic priority to educational interaction with Asia Pacific nations, including China, Indonesia, Japan, Korea, Malaysia, Philippines, Singapore, Taiwan, and Thailand

- promote the development of international education programs that recognize differing but complementary strengths and priorities of B.C. post-secondary institutions

- measure and assess the full range of B.C. international education activities, taking account of both long-term and short-term benefits.

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Strategic Project Pursuit

- Match international project pursuit to our institutional strengths.
- Encourage BCCIE and post-secondary institutions to target the most productive areas for international project activity and student recruitment.
- Allocate resources to expand the proposal development fund and encourage more bidding on overseas project activity.

Linked Scholarships, Awards, and Curriculum

- Link international awards to measurable educational outcomes and support primarily those students and faculty destined for partner institutions in the Asia Pacific region.
- Connect the extensive changes in the Ministry of Education's Graduation Program to the capacity and course options at the post-secondary level.
- Develop the expertise of faculty and staff through more international study.

Concentrated International Marketing

- Focus Ministry marketing support on system-wide promotion with an emphasis on project contracts and institutional networks.
- Investigate the availability of marketing and other resources from federal agencies, other provincial departments, and the private sector.
- Co-operate with B.C. and federal offices abroad to advance strategic interests.

Lasting Benefits for British Columbia

British Columbia's future success depends on how well we develop an educational system that anticipates and responds to global change and prepares our citizens to participate in the world community. The foundations of British Columbia's success in the international arena will flow from a sustained commitment by government and post-secondary institutions to a range of international education initiatives. This commitment is designed to yield considerable and long-lasting benefits for the province, including

- the creation of a network of personal contacts and associations between British Columbians and the future leaders of key nations
- the cultural enrichment of B.C. post-secondary institutions, students, faculty, and staff
- economic benefits from productive involvement in international markets for education and training services, including revenue to support ongoing institutional priorities such as international education
- the development of more citizens who can thrive in tomorrow's world (i.e., those who have strong academic, technical, and linguistic abilities as well as greater international awareness)
- the cultivation of the next generation of university and college professional staff with broad international knowledge, understanding, and perspective
- increased understanding, tolerance, and respect for peoples of other cultures that will lead to better relationships within our multicultural community and contribute to the development of a more just, peaceful, and prosperous world.